DOCUMENT RESUME

ED 106 597 CE 003 769

TITLE Career Education Program: Geneva Area City Schools. [Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town].

INSTITUTION Geneva Area City Schools, Ohio.

NOTE 55p.; For related documents see CE 003 765-8 and CE 003 770-4

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

DESCRIPTORS *Banking; Behavioral Objectives; Career Awareness; *Career Education; *Curriculum Guides; Elementary Education; Grade 3; *Health Occupations; Learning Activities; *Meteorology; Primary Education; Resource Materials; Resource Units; Teacher Developed Materials; Vocational Development

ABSTRACT

Four curriculum units for the third grade level focus on: (1) weather station jobs and the weather prediction system; (2) hospital emergency room workers and the room's function; (3) bank workers and the banking industry; and (4) various urban workers. Behavioral objectives linking the units focus on increasing students' awareness of and appreciation for units' occupations and deepening students' understanding of the industries in which people work. A chart format is used to list suggested content questions; teaching techniques and learning activities; and, learning resources and materials. Culminating activities conclude the hospital emergency room and urban workers learning activities. Each unit ends with a resource list which includes: children's books, teachers' books, filmstrips, films, study prints, charts, kits, transparencies, and weather instruments. (SD)

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ED106597

CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Money and Banking

The Money Goes Round and Round

APPROXIMATE GRADE LEVEL: Grade 3

MAJOR SUBJECT AREA: Mathematics

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

Francis Knudsen

Jerry Sykes

ADMINISTRATIVE ADVISOR: William Porter

THE CAREER EDUCATION PROGRAM
GENEVA AREA CITY SCHOOLS
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CE003769

INTRODUCTION TO: Money and Banking
The Money Goes Round and Round

The affluency of our modern society seems to be channeling children into an unhealthy disregard for the value of money and the many agencies involved in its creation and distribution.

This unit should bridge some of the gaps in their understandings about the world of money, and the many and varied people whose work world revolves around money and banks. It should also help the students build good spending and saving habits. There should be a definite carry-over into their present and future lives.

BROAD OBJECTIVES:

1. To help children become interested in a study of money and banking.
2. To help children understand more about the many facets of the minting, printing, handling and distribution of money.
3. To help make children become aware of available job opportunities in the banking business.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. What do we know about money and banking?	Students start individual word lists for recognition, meaning, and spelling. (These words should become a part of their vocabularies)		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Children help compile a list of things they would like to know more about on this subject.	Tagboard - 12" x 18"	
2. What is money?	Children show and count any money they might have with them and announce to the class. Let other children guess which pieces of money were used to total the amount stated.		
	Show examples of each different coin and a bill, and talk about differences in their exchange value, and also of the differences in the materials in them. a. One group use encyclopedias b. One group make charts showing examples of what each piece will buy and what change would be received.	Encyclopedias Tagboard	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make written reports on the origin of money and the changes that have been made in the kinds of money used through the ages. (Group--to be read to class.)	Encyclopedias	
	Through cooperative effort compile a definition of money.	Use dictionary and encyclopedia	
	Make poster "Money Through the Years."	Poster board Encyclopedias	
	Make play money (use real money for patterns).	Math text	
	Discuss counterfeiting.		
	Use encyclopedias to find ingredients in coins.		
	Children bring in coin collections for display.	Books on coin collecting in the library	
	Ask a child within the school to bring his coin collection and give a talk.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Children bring in foreign money.		
	Make world map and paste the foreign coins on their homelands.	Newsprint Magic marker Book: Coins and Currency	
	Make large models of different kinds of money to be displayed over blackboard (draw to scale).		
	Teacher show bills of different denominations (or pictures of large bills) and have children write and learn the names of the people on the bills.		
	Children give oral reports on the making of money.	Encyclopedias	
	Work problems about money.	Text: Grade 3 Math book	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
3. How is money used?	Children ask parents about the uses of money in the home; "What does money buy for us?" "What can we not buy with money?" Make a bulletin board, centered with the caption, "The Uses of Money" with strings going to cut out pictures. Teacher make bulletin board titled, "Uses of Money" with cardboard strips labeled: a. As a medium of exchange b. As a yardstick of value c. As a store of value d. As a standard for debts Children talk about and try to analyze each use (with teacher help in the analysis).	Cardboard	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Role-play: "The Journey of a Dollar" after discussing it. a. From the Federal Bureau of Engraving and Printing to the consumer b. From a consumer of one service through many other services.		
4. How does the bank become the center of money distribution.	Children will interview parents to find out how the bank plays a part in their lives. Children tell of their experiences in banks. Children tell about their bank accounts and how they have helped them grow-- a. jobs b. allowances c. gifts Plan for field trip to a local bank:	Use any of the four local banks to plan your trip:	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	a. Children compile list of things they would like to look for. b. Teacher add to their list: to observe the overall operation, the workers, the teller's window (for future use).	Northeastern Ohio Farmers Commercial Geneva Federal	
	Visit the bank.	Field trip to bank	
	Children make lists of jobs observed (to be kept for future use).		
	Write an account of the visit to the bank to be used in the school newspaper.		
	Group of children interview a bank officer to find what these services mean (tape the interview).	Tape recorder and tape	
	Add to the list of words for vocabulary usage and spelling.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make a bank teller's window from a refrigerator carton.	Refrigerator carton Masking tape Tempera paint Brushes Table	
	One child make a master copy of a page in a checkbook (stub and check) using a real book for a pattern. Children make checkbooks by stapling pages together.	Checkbook	
5. What are the work roles associated with banking and how does banking play a part in community life?	Refer to previously compiled list of workers and add to this list.	Teacher's list of workers: Bank officers Machine operators Cashiers Credit collectors File clerks Guards, watchmen Key punch operators Tellers Clerks Bookkeeper Typist Stenographer Trust officer	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make a bulletin board (centered with picture of a local bank) to show many industries and businesses which use its services (using any object, picture, etc. which would be indicative of the industry or business).	S.R.A. Occupational Briefs (Cork)	
6. What does a banker do?	Show filmstrip on the banker's work.	Filmstrip: Our Neighborhood Workers - The Banker (Eye Gate) (Cork)	
7. Who do you know that works in a bank?	Invite any parent who is a bank employee to visit the class and talk about some of the problems that arise in a bank. Role-play "Going to the Bank." a. Enact different reasons for the visit. b. Children observe and discuss which worker would be involved.	Resource person: Bank employee	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Assign the learning of at least ten different jobs associated with banking.		
8. Mothers and fathers work in banks, too.	Show filmstrip.	Filmstrip: My Mother Works In a Bank (Cork, Spencer, Austinburg)	
9. How do people get their money and why do some people have more money than others?	Discuss the question to point out the merits of honest labor and thrift. Work out a budget, cooperatively, for a weekly allowance of one dollar. Do math computations here. Let children compare their spending with the budget. Interview parents to determine the items which have to be included in family spending.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Plan together for role playing experiences (earning, banking, saving, checking, and paying). a. Explain payment for tasks completed in the room (clean-up, board, books, materials, assignments, etc.). Play checks will be used for this and payment will be made on Monday morning for previous week's work. Decide on pay scale. b. Children discuss and decide on job roles necessary for this project (timekeeper, payroll clerk). c. Children role play interviewing the room chairman for these jobs.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	d. Set up plan for depositing checks and drawing out money to pay for such things as borrowed paper or pencil, undone assignments, messy desks. (The bank teller's cage will be used here. Real deposit slips will also be used.) e. Explain that end-of-week savings will enable the child to buy special privileges. Carry out the above activities. Make purses from leather.	Leather and leather-making tools	

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2. Encyclopedias:

World Book. Vol. 2 and 13.

Compton's. Vol. 2 and 14.

Golden Book Encyclopedia. Vol. 9 and 16.

New Book of Knowledge. Vol. 2 and 13.

3. Filmstrips:

The Banker. Eye Gate.

Our Neighborhood Workers. Eye Gate.

My Mother Works In a Bank. Educational Activities, Inc.

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C A R E E R E D U C A T I O N P R O G R A M

G E N E V A A R E A C I T Y S C H O O L S

UNIT TITLE: Weather (Rain or Shine)

APPROXIMATE GRADE LEVEL: Grade 3

MAJOR SUBJECT AREA: Science

PROJECT DIRECTOR: Eugene Veverka

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INTRODUCTION TO: The Weather
Rain or Shine

The primary grades provide an excellent opportunity to introduce the topic of weather and the jobs available in this area. The children are interested in weather and now is the time to build on this curiosity. It is hoped that from this unit the children will become aware of weather conditions, weather changes, weather instruments, and how they are used. It is also hoped that the children will gain an insight into how weather conditions affect their way of life.

BROAD OBJECTIVES:

1. To increase within the children an awareness of weather conditions and weather changes as well as weather terminology.

2. To help children realize how the weather can affect them and their ways of life.

3. To create an interest and awareness in jobs available in the area of weather.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Bulletin board title: What's It Like Today? On bulletin board have a section for a calendar. In order to mark the date let children put up a symbol each day to represent the various weather conditions. As the unit progresses add things to bulletin board which relate to weather.	Material needed: Poster board for calendar	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	What is it like outside today? Bring in a weather report from a newspaper or if it is possible to find out the time that the weather forecast will be presented on radio listen to weather report. Riddle: What is it molds the life of man? What makes the Zulu live in trees? And Congo natives dress in leaves? While others go in furs and freeze? Poem: Whether it's cold, or whether it hot, We will have weather, weather or not. Filmstrip: view and discuss.	Materials needed: Newspaper Radio Filmstrip: Weather (Geneva) Finding Out About Weather (Spencer)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. What is weather? What causes it? What causes it to change?	Discussion after film or filmstrip. Let children present their various ideas, then let someone look it up in dictionary. Start a weather booklet. Include the definition in it. New terms to use in spelling can be added to this. Filmstrips--view and discuss.	Dictionary Childcraft - Vol. 9, P. 98. Filmstrips: Why Does Wind Blow? (Austinburg) Why the Seasons? (Austinburg) The Air About Us (Austinburg) Our Ocean of Air (Austinburg) Why Does the Weather Change? (Geneva) The Sun, the Weather Maker (Cork) Air in Action (Cork) Water in Weather (Cork) Thunderstorms (Cork) Work of Snow and Ice (Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Why Does it Rain? (Geneva) Why Do We Have Warm and Cold Days? (Geneva) Seasons (Geneva) Indoor Weather (Spencer)	
2. What are some weather conditions? Rain Fog Dew Hail Sleet Wind Snow	List these weather conditions in weather booklet. Discuss each condition. Experiments for: Evaporation Steam Rain Dew Frost Rainbow Fog: use dry ice and put it in water. Wind: Run outside to feel the effects of wind there. Blow up balloons and let the air out against hand or face. Compare the difference between the wind outside and the wind from the balloon.	Childcraft - Vol. 9 Hot plate Tea kettle Dry ice Balloons Prism	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make paper snowflakes: Fold sheet of paper and cut to make different shapes. Put on bulletin board. Poems--read and discuss. Rain - Robert Louis Stevenson Ice - Dorothy Aldis Wind Capers - Nancy Byrd Turner Down the Rain Falls - Elizabeth Coatsworth Rain, Rain, Go Away - Old rhyme The Wind - Robert Louis Stevenson Look At the Snow - Mary Carolyn Davies The Umbrella Brigade - Laura E. Richards Kite Weather - Ralph Bergengren The Wind and the Moon - George MacDonald The Snow Man - Mildred Plew Meigs White Fields - James Stephens		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Look At the Snow - Mary Carolyn Davies The First Snowfall - James Russell Lowell Fog - Carl Sandburg The Romp - Nancy Byrd Turner Thaw - Eunice Tietjens Wintertime - Robert Louis Stevenson Poems can be included in weather booklet, memorized, used in choral reading, and illustrated.	Source: Childcraft	
	Learn songs about weather: Seasons Snow In the Night Spring Song Miss Breeze The Wind Song The Spring of the Year The Wind	Exploring Music Childcraft This Is Music	
	Read stories--both teacher and children.	Stories: Children's books on weather are listed in the bibliography	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Transparencies--discuss The Water Cycle Read weather reports in newspapers for duration of unit or listen to them on radio or TV	Water cycle transparency	
3. What are clouds made of?	Filmstrip--view and discuss.	Filmstrip: Clouds, Rain, and Snow (Austinburg) Clouds and Weather (Geneva)	
	Where Do Clouds Come From? (a girl does experiments to learn what makes clouds form)	Experiments are found in majority of the science books	
	Class discussion.		
	Poems: Clouds - Christina Rossetti The Cloud - Percy Bysshe Shelley	Childcraft Favorite Poems - Helen Ferris, Doubleday and Company, Inc., Garden City, N.Y.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
4. Are there different types of clouds? What are they?	Show pictures of different types of clouds. Draw different cloud types for booklet, labeling each type and describing briefly. Filmstrip: if don't use under question 3 can use here. Finding Out About Clouds Pretend that they are a type of cloud and personify it, moving as it would move and giving the sounds that it would make.	Cloud chart - 11" x 17" $.35 - 35 color illustrations Cloud chart - 18" x 22" $.55 - 35 color photos Cloud Chart P.O. Box 8615 Richmond, Virginia 23226 Get additional charts from: United States Dept. of Documents Washington, D.C.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make different cloud types for bulletin board.	Cotton	
5. What instruments are used in making a weather report?	Use library books.	Books: Weather and Weather Instruments - Percy Jameson Weather Instruments - How They Work - Irwin Stambler Childcraft, Vol. 9 (or any equivalent encyclopedia)	
	Make a list for booklet. Make reports on different instruments to be included in booklet.		
	Make different instruments. Children can bring in materials to be used.		
	Make a chart collecting information from these instruments.		
	Use weather information and color cloud pictures.	Cloud Chart P.O. Box 8615 Richmond, Va. 23226	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Field trip: visit county airport and view their weather instruments.	Ashtabula County Airport	
	Take a walk around school or perhaps a neighborhood block watching for such things as types and shapes of clouds, any fog, dew, frost, wind direction, and any instrument that might be out which is used in measuring weather.	Field trip	
	Display different instruments.	Instruments: Rain gauge U.S. weather map Barometer Hygrometer	
	Filmstrips--view and discuss.	Filmstrips: Weather and People (Cork) Weather Bureau (Cork) Be Your Own Weatherman (Cork) Weather Maps (Cork)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		Building a Classroom Weather Station (Spencer) Measuring Temperature (Spencer)	
6. What difference can the weather type make?	Resource person--have someone come in from airport and tell how the weather can affect them. Role playing--pretend that they are someone living in Alaska, Hawaii, or Switzerland. How would their lives be different? Could they still do all the same kinds of things that they do in Geneva? Why or why not? Discuss how weather affects travel, activities, and transportation of goods. Make a wall chart of affects of weather--this chart can be put into weather booklet.	Resource person	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Dress the boy or girl on flannel board according to weather conditions of the day.	Materials: Flannel board and materials	
7. What are the different jobs that are found in weather?	Invite someone in from radio station or a Kent State science professor to talk about the different people who are involved.	Resource person	
	If possible, locate a weather station nearby. An excursion could be arranged so that children can see these people at work.	Field trip: Weather room	
	Make a microphone to use in a weather skit.	Let children bring in materials for this.	
	Arrange a radio or TV weather report to be given by different class members on different days during a sharing or news time. They can use the weather instruments that they have made to give the report and make any weather predictions.	Video tape the weather reports.	

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2. Filmstrips:

(Austinburg)

Clouds, Rain, and Snow

Why Does the Wind Blow?

Why the Seasons

The Air About Us

Our Ocean of Air

(Cork)

Weather and People

Weather Bureau

Be Your Own Weatherman

Weather Maps

The Sun, The Weather Maker

Air in Action

Water in Weather

Thunderstorms

(Geneva)

Weather

Why Does the Weather Change?

Work of Snow and Ice

Why Does it Rain?

Why Do We Have Warm and Cold Days?

Seasons

Clouds and Weather

(Spencer)

Measuring Temperature

Indoor Weather

Finding Out About the Weather

Building a Classroom Weather Station

3. Others:

Cloud Charts

Weather Station Kits

Transparencies

Weather Instruments:

Rain Gauge	Barometer
Wind Vane	Thermometer
Hygrometer	Weather maps

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: The Hospital Emergency Room

APPROXIMATE GRADE LEVEL: Grade 3

MAJOR SUBJECT AREA: Health and Social Studies

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

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INTRODUCTION TO: The Hospital Emergency Room

The unit on "The Hospital Emergency Room" was designed for a third grade class with the objective of developing an awareness of the jobs available in this area and of the duties of the people who perform these jobs. It is hoped that from this unit the children will realize how the emergency room and rescue squad relate to them.

BROAD OBJECTIVES:

1. To help children realize the importance of the emergency room in relation to them and the rest of the hospital.
2. To acquaint children with various persons working in the emergency room and the area associated with the emergency room.
3. To acquaint the children with the various jobs or duties of those involved in the emergency room.
4. To acquaint children with the types of tools or materials used by these people.
5. To acquaint children with persons other than the hospital staff who also provide emergency treatment (in particular--rescue squad, ambulance service) and how they relate to us.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Bulletin board--begin and develop as unit develops--let children contribute pictures as unit progresses.	Can include on bulletin board pictures taken from disaster day--taken by Geneva Free Press and Ashtabula Star Beacon.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	A display of books or stories which relate to the unit.		
	Have children relate what they feel is an emergency.	This can be done by drawing a picture depicting an emergency followed by a discussion developing a definition of an emergency.	
1. What is an emergency room?	Class discussion.		
2. Why would we need one? Have you ever been to one?	Class discussion.		
	Make list on chart paper. Class members can make a booklet keeping these lists in their booklet. Form a committee, too.	Chart paper Notebook paper Construction paper for covers (or manila paper), staples, stapler.	
	Story - read and discuss.		
3. Why does a hospital need an emergency room?	Class discussion. Add these things to the list formed under question number two.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
4. If you go to an emergency room, who would you find there?	Cut out pictures from magazines of workers they would see in an emergency room: doctors, nurses, aides, orderlies, etc.	Magazines Newspapers	
	Read teacher written stories about these various people--do as a whole class. Draw pictures of what you think these people would look like on job.	Can be done and mimeographed, giving out individual copies; put on a sheet and shown on opaque; or put on large sheet of chart paper.	
5. Who else is related or concerned with the emergency room?	Teacher directed discussion--receptionist, x-ray technician, lab technician.		
6. What are the specific jobs of each person involved in the hospital emergency room?	Stories--read and discuss; work in committees--read books, then report to class about book telling about the jobs involved.	About Miss Sue, The Nurse	
	Individual work--stories written which describe various jobs (done in form of booklet). Write down name		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	of job--answers for each description are put on an answer sheet--SRA reading type of thing--stories are written by teacher--put on index cards.		
	Filmstrips - view and discuss.	Eye Gate - The Neighborhood Nurse (Cork) Eye Gate 107A - The Neighborhood Doctor (Cork)	
7. What types of tools or instruments do they use in their various jobs or duties?	Discussion		
	Stories - read and discuss.	Story: Doctors' Tools	
	Make a chart showing or listing various jobs and the tools used.	Chart paper	
	Make a chart of vocabulary terms.		
8. What other things would we see in a hospital besides the emergency room?	Write creative stories about an imaginary visit to a hospital. Stories can be illustrated.	Filmstrip: Hospital, Things You Will See (Cork)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Display stories and illustrations on bulletin board.		
	Paint a mural showing hospital emergency room and people at work.	Roll paper Paints	
9. What other people, in their jobs, give emergency type treatment?	Discussion--rescue squad, ambulance service.		
10. Are their services available to us?	Class discussion--lead into fact that often the rescue squad men give first aid before reaching emergency room at hospital.		
11. How did these people get their jobs?	Resource person come in and discuss his job, duties, requirements, qualifications.	Resource person: Mr. Ralph Hawkins, Hawkins Ambulance Service, Ashtabula.	
12. How are they related to Geneva Memorial Hospital's emergency room?	View some of the things used by these men and how they operate.		
	Story - read and discuss.	Book: About Helpers Who Work at Night	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Construct a hospital emergency room assigning the various roles to different members of the class. Also construct an ambulance and also assign these parts to class members. Make a stretcher.	Refrigerator boxes Materials needed for emergency room: gauze bandages stethoscope tongue depressor pretend, candy pills individual oxygen masks thermometer and splints x-rays and hypo. needle	
CULMINATING ACTIVITY:	Role play an emergency situation that calls for both ambulance service and use of emergency room--call emergency number.		
	By use of teacher prepared tapes, the children can learn first aid procedures such as simple bandages. These can be done for individual or small group use. May also demonstrate before class.	Cassette cartridge Tape recorder Listening unit - head phones Several triangular bandages	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Students should be able to list three things a nurse, doctor, aide, attendant does and tools each uses. List one thing x-ray technician and lab technician do and why they are important. Use words you are concerned with as spelling words for the week.		

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Let's Go To Town

APPROXIMATE GRADE LEVEL: Grade 3

MAJOR SUBJECT AREA: Social Studies

PROJECT DIRECTOR: Eugene Veverka

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INTRODUCTION TO: Let's Go To Town

This unit covers the different occupations that may be encountered on a simple trip to town. This unit provides for various forms of creative expression and it is hoped that from this unit the personality of the child can be shown.

BROAD OBJECTIVES:

1. To help class members become more aware of Geneva City and the many occupations that are encountered every day.

2. To develop an awareness of the duties involved in each job.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make a car out of box--will be used for role-playing.	Refrigerator box Paint	
	Using opaque projector blow up pictures of mother and two children (make poster board size people and cut them out). Introduce them and tell children that they are going to follow the mother and children to town. On the way cover the	Poster board	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	different occupations--could put them on bulletin board.		
	Could also make puppets to represent the three.	Wheat paste	
	Give the family members names.		
	Poem--read and discuss.	Poem: Saturday Shopping <u>Childcraft</u> Vol. 1	
	Book--read and discuss.	Book: <u>Little Auto</u> - Lois Lenski	
1. Where are we going today?	Make a list of different places you want to take the family. As you go to each place list the occupations that were found there. Guide the children so that such occupations as these will be covered: 1. Filling Station Attendant 2. Store Clerk	Materials needed: Chart paper Magic marker	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	3. Policeman 4. Garage Mechanic 5. Jeweler 6. Bank Teller 7. Food Store Employees a. Meat Clerk b. Check-Out Clerk c. Stock-Clerk		
	Filmstrip--view and discuss.	Filmstrip: Some Neighborhood Helpers - Eye Gate (Cork)	
	Let the children list the different people and jobs that they meet in the course of a day; each child make his individual list. Do it at the beginning of the unit and again at the end. Make a bulletin board using study prints.	Study Prints: Supermarket Helpers SVE - SP 123 (Cork)	
2. Who works at a filling station?	Put this on list--let a different child do it each time you meet a new occupation.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
3. What does he do?	Filmstrips--view and discuss.	Filmstrips: (Eye Gate) The Automobile Service Station - 107H Some Neighborhood Helpers	
	Using car, role-play a situation which calls for use of a filling station attendant.		
	Song--introduce and sing.	Song: The Service Station Discovering Music 2	
	List the department store helpers on a chart.		
4. When you go into a department store and want to buy something, who helps you?	Role play a situation where the family goes into a department store and purchases some article.		
	Book--read and discuss.	Book: I Want to be a Sales Clerk - Eugene Baker	
5. What person can you see downtown who doesn't work in a store or a shop, but who helps us?	Lead children in discussion letting them present their ideas.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Have a "grab bag" with articles in it which would be identified with the policeman. Take different articles out (one at a time) and discuss possible occupations where the article might be used. Put all the articles together and the occupation will lead to the policeman. Arrange articles on tulletin board.	Materials needed: Whistle Gun Badge Hat Patch (like one worn on shirt)	
	Books--read and discuss.	Book: Policeman Small - Lois Lenski	
	Filmstrips--view and discuss.	Filmstrips: Workers for Public Welfare - Eye Gate Police and Police Protection - 140A Policemen at Work - F-A2 (Cork)	
	Have a policeman come and talk to the children.	Resource person	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
7. Where do you take your car when something is wrong with it? Why? Who fixes the car?	Add this to list of occupations the children are making.		
8. What tools does he use?	Have someone come in and talk about his job, discussing the tools he uses, what time he goes to work, and what his work is like. Field trip--perhaps children could visit garage and see these men in job situation and interview them--could see who else works there. Perhaps some of the boys will enjoy role-playing and repairing something about the class car.	Resource person	

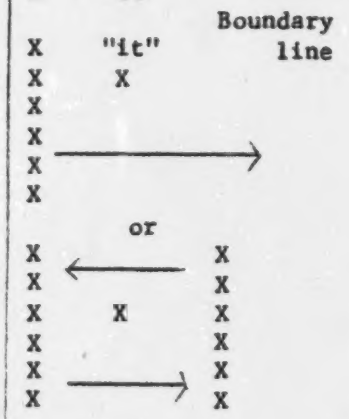
	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
9.	Susan broke the fastener on her bracelet and her mother said they would take it to have it repaired. Where will they take it? Who will fix it?	Another occupation to add to the children's lists. Have a display of jeweler's tools, if possible.		
10.	Would you have to have good eyesight in order to repair jewelry? Why or why not? What things does he use to help him in his job?	Have someone come in and talk about his job. Filmstrip Set up a jewelry store. Using a bead kit make different pieces of jewelry and repair broken pieces.	Resource person Filmstrip: Some Neighborhood Helpers - Watchmaker and Jeweler (Eye Gate) Bead kit: B-113 Pixie Beads $3.50 per 1000 B-118 Fine Elastic Cor $6.00 per 144 yds. Magnus Craft Materials 109 Lafayette Street New York, New York 10013	

	CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
11.	Mrs. Jones had to go to the bank. Can anyone tell me what the lady who waited on her would be called?	Add this to the list of occupations the children are making.		
12.	Have you ever been to a bank? What does a bank teller do?	Plan a visit to a nearby bank, interviewing the bank tellers and watching them at their job. Write stories about a bank teller and the job using the field trip as a reference.	Field trip to bank	
		Make deposit slips, etc. to be used in role-playing. Set up a bank and act out different situations such as depositing money.	Materials needed: Play money Deposit slips from local bank	
		Books--read and discuss.	Books: What Can Money Do? - Jene Barr The True Book of Money - Benjamin Elkin	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
13. Why would you go to a grocery store or a supermarket? Do you like to go? Why? What can you get there?	Class discussion. Add this to list of occupations. Poem--read and discuss. Make a list of things you can get at the store. Have children bring in things which can be obtained at grocery store (example: empty can that contained peas, empty cereal box). This will be used in role-playing.	Poem: General Store Chilicraft Vol 1 Material needed: Chart paper	
14. Who are the different people who work at the store? What are their jobs or duties?	Study prints--use them to make a bulletin board and lead class discussion. Set up a grocery store and buy and sell groceries using the things that the children have contributed.	Study prints: Community Helpers SVE Supermarket Helpers Set SP-123 (Cork) Material needed: Cash register	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Song--introduce and sing.	Song: To Market, To Market This Is Music - Book 2	
CULMINATING ACTIVITY:	Select a family and take it on an entire trip to town using same places imaginary family went. Children can make up riddles describing different occupations and people. Read them to class letting class members guess who is being described. Illustrations may accompany the riddle. Bulletin board may then be made. Children could also draw a picture representing their favorite occupation covered in the unit and write a small paragraph telling about the occupation and why it is their favorite occupation.	Material needed: Drawing paper	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	One of the last things that can be done to review the unit is a teacher-prepared tape. On the tape the teacher describes the different occupations, one at a time. The student is to listen to the tape and then write down the answer. After the entire exercise has been presented he can then check his paper by listening to the answers which are given on the same tape. This can be done individually or in small groups. It is possible to use some of the riddles that the children have written. Learn to spell the different occupational names that are covered in the unit.	Materials needed: Tape Tape recorder Head phones	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	For physical education divide the class into small groups with each group representing a different occupation. Have one person be it. Form a straight line with rest of class members. "It" calls out an occupation and all the people representing that occupation run to a boundary line marked off somewhere behind "it." Could also form 2 lines, one on each side of "it and have class run to the opposite side when their occupation is called (have some with the same occupation on different sides). Children could pantomime different occupations and have the class members guess the occupations. The class might be divided into teams and keep score	Game: X - line of class members X - "it"  	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	seeing which team can guess the most occupations. Filmstrip might give them some ideas. Take the children on a tour of Geneva City. Draw a mural depicting all the places that the children went and all the occupations that were covered.	Encyclopedia Britannica Series No. 8990 - P. 10 Playing Community Helpers Field trip: Tour of the City of Geneva Material needed: Paints and long pieces of drawing paper (roll)	

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